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CROOKED RIVER NATIONAL GRASSLAND
AUTO TOUR
INTERPRETIVE PROPOSAL

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ABSTRACT

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TITLE: Crooked River National Grassland Auto Tour Interpretive Proposal

ABSTRACT: This study presents a proposed interpretive plan focused on development of an auto tour route for the Crooked River National Grassland. The quality of visitor experiences can be improved through interpretation of the areas history, resources and management. This study incorporates the findings of related research and existing plans in forming management goals and objectives for development of an interpretive auto tour and related sites in proximity of the tour route.

Keywords: Interpretive plan, auto tour.

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INTRODUCTION

The Crooked River National Grassland is located in Central Oregon. It is traversed by two major highways, Highway 97 and Highway 26 which connect the four major population centers of the area; Prineville, Madras, Bend and Redmond. Over 10,000 cars pass by on these two highways daily (Oregon Dept. of Transportation, 1994 statistics). These four cities make up the hub of the Central Oregon area and are all within a 45 minute drive or less of this area. The Central Oregon area has experienced rapid growth in the last decade becoming a major tourist destination and a growing population center for the state. Thousands of people pass by these lands daily without knowing anything about the rich history or what opportunities are here for them to experience.

AN HISTORIC OVERVIEW OF SETTLEMENT AND MANAGEMENT

The lands that are now known as the Crooked River National Grassland were first homesteaded in the 1860's and eventually 700 homesteads were established. Unfortunately, the dreams of most of these homesteaders turned to dust by the 1930's. Inadequate rainfall and poor economic conditions caused most of the farms to fail and the homesteaders were forced to abandon their land. Federal Land Banks and private mortgage banks had taken over 35 percent of the homesteads in foreclosures by 1935. The Federal government then began to buy the land back from the remaining homesteaders under the authority of two National programs known as the Resettlement Administration and the Bankhead-Jones Farm Tenant Act.

The Soil Conservation Service (SCS) was given the enormous task of rehabilitating the lands obtained locally by the government through a restoration program known as the Central Oregon Land Utilization Project. Their headquarters were established at a site next to the Rimrock Springs area. The buildings are still in existence today. During the late 1930's and early 1940's many acres were seeded by the SCS to provide ground cover and improve the bare ground situation created from attempts to cultivate grain crops. Management of the land was transferred from the SCS to the Forest Service in 1954 and the name was changed to the Crooked River National Grassland in 1960. Over the years many management practices have been tried to improve the land. These have included continued reseeding, use of herbicides to control shrubs and juniper and later, these mentors were phased out and fire was introduced as a management tool.

Today, the Crooked River National Grassland is managed to promote the development of grassland agriculture and sustained yield management of the forage, fish and wildlife, timber, water and recreation resources and to demonstrate sound and practical principles of land use. Since the beginning of the land utilization projects in the 1930's, improving range management and the forage resource has been a major goal.

STATEMENT OF PURPOSE

The Crooked River National Grassland Land and Resource Management Plan identifies the need "to pursue opportunities for interpreting natural resources, resource management, historical points of interest, scenic views of the Cascades, etc. This may include such things as on-site facilities, interpretive trails, or self-guided motor tours". None of these interpretive opportunities exist on the Crooked River National Grassland at this time. A plan was needed that promotes thoughtful management decisions that enhance the Grassland's natural resources and cultural heritage. Information signing and interpretation will greatly enhance the public's knowledge and encourage respectful use of the area. The remote beauty, recreation sites, rich cultural history, multiple-use management and opportunities for environmental education along this short route provides an excellent opportunity to highlight the Crooked River National Grassland and arouse the public's interest in learning more about this land of theirs.

This interpretive plan develops management goals and objectives for interpretation and identifies site specific opportunities including suggestions for the appropriate medium for each site. Through interpretive messages, and understandable orientation and barrier-free facilities, visitors experiences will be enhanced. The plan will help recreation facility planners and managers of other resources like range and wildlife, coordinate their planning with overall interpretive goals and objectives for the area.

LITERATURE REVIEW

The literature review for this project found no specific articles on developing auto tours, however information was derived from review of several existing interpretive plans for scenic byways, recreation areas, and trails as well as existing literature on researching and writing local history and papers on presentations about current policy direction. Much of the information gathered for this project was from personal interviews and conversations with local residents, the Jefferson County Historical Society and other professionals in the field of recreation, engineering and landscape architecture.

Aufderheide National Scenic Byway Interpretive Plan, Willamette National Forest, Oakridge Ranger District. The goals and objectives developed for this interpretive plan focus on what you want the visitor to experience during their visit. The objectives were divided into four areas for interpretation: Cultural Resources, Natural Resources, Management and Information and Orientation. Within each of these areas, the visitor's experience was defined as what he/she would know, do and feel as a result of their visit. These concepts formed the basic framework for this interpretive plan.

Interpretive Plan McKenzie Pass - Santiam Pass National Forest Scenic Byway, Willamette and Deschutes National Forests. This plan offered an excellent example of an interpretive plan for an extensive scenic byway. References from this plan were used to define what will be needed to complete the interpretive planning process and implement this project. This interpretive plan also included a complete design guide for all of the proposed projects. I used this plan for ideas on structuring my interpretive plan, but I had to be realistic and adopt a much smaller scale for my project.

Big Eddy Day Use Area Interpretive Plan, Mt Hood National Forest, Estacada Ranger District. This plan gave some excellent references regarding the importance of interpretive planning, the basics of what every plan should include, development of interpretive planning teams (who should participate), hearing and speech facts, and important elements of interpretation. This plan also outlined the need for a thorough audience analysis as well as including suggestions for design, fabrication, and contracting processes and technical specifications (see Appendix A). I utilized a lot of information from this plan, however I had to go with something much simpler due to time and dollar constraints.

Researching, Writing, and Publishing Local History, Thomas E. Felt, discusses the importance of ethics and respect for the truth in reporting history as well as introducing a practical guide for researching local history such as where to find documentation of events and how to determine how factual it is. Felt's book also describes a thorough process for writing and publishing. This book was a great help to me in determining where to start my research and then in how best the information should be presented within the format of this project paper.

Interpretation in the Recreation Opportunity Spectrum (ROS), James Pollock, USDA Forest Service, 1989 (see Appendix B) discusses use of the Recreation Opportunity Spectrum within the context of interpretive facility or program design. Pollock's article focuses on the use of experience, setting, and activity including the interpretive opportunity. This process was used to analyze and determine the appropriate medium for use on the Grassland tour route. All of the tour route lies within an ROS classification of Roaded Natural which includes self-discovery as well as structured and unstructured contacts with Forest Service interpreters.

Amenity Resources and Rural Economic Growth: Report on a National Policy Symposium, George H. Siehl discusses the enhancement of rural economies through amenity resources as opposed to commodity resources. Siehl's paper defines amenity resources as those aspects of the rural environment in which residents may find beauty, pleasure, and experiences that are unique to their locales. These amenity resources can include historical attributes, cultural events, outdoor recreation opportunities, wildlife, scenery, and other natural or manmade resources and activities including educational presentations. Central Oregon's economy was based on timber and agriculture until recent cutback's on logging and urban growth onto previous agricultural lands. Bend and Redmond, Oregon are well on their way to developing tourism as a major part of their economic base, however the communities of Madras and Prineville have only just begun. Developing an amenity resource, in the form of this interpretive plan for an auto tour and in the future, an interpretive plan to identify all of the opportunities the Crooked River National Grassland has to offer was the guiding principle for this project. While serving as a member of the tourism committee for Jefferson County, it became clear that the Forest Service needs to work closer with the local communities to aid in diversifying their economic base.

A New Perspective of Cultural Resource Management, Evan I. DeBloois presentation to the Recreation Directors' Meeting June 6, 1991 discusses the growing emphasis on the public role of the Cultural Resource Management program within the Forest Service. DeBloois emphasizes the importance of providing the public access to cultural resources through interpretation, volunteering, site visitation, etc. We have been directed to educate the public and allow them access to their history through interpretation of historic and prehistoric properties. This is what this project attempts to provide through interpreting the homesteading era and reclamation of those lands for the public.

Principles of Interpretation, Freeman Tilden states that the chief aim of interpretation is not instruction, but provocation. Tilden views interpretation as an art which combines many arts and, therefore, can take many forms. As an agency, we have been directed to educate the public and interpretation is one of our tools to accomplish this direction. The challenge is to determine the appropriate message that fits the audience and the site. Tilden's principles of interpretation are the guiding principles in determining the "so what" of each site proposed for interpretation along the auto tour route. Using the idea of provocation vs instruction formed one of the criteria to determine which sites were appropriate and worthwhile to interpret and which ones were not. I quickly learned that much of what I first thought was interesting historically was not very provocative if presented as I had originally envisioned.
Recreation in the U.S. Forest Service, A Marketing Opportunity, John H. Syme says marketing should focus on the changing needs of the user or customer and on providing those needs in an effective manner. Syme discusses that the Forest Service has not responded to the changing trends in recreation and that although it is recognized that a marketing approach is needed, the kind of program and how it should be applied is vague. A marketing plan is essential to increasing awareness of the Crooked River National Grassland and helping us to provide for the needs of our customers. A detailed marketing plan can be developed once we have developed the projects for this interpretive plan and developed an inventory of all recreation opportunities available.

METHODOLOGY

HISTORICAL RESEARCH

My preliminary project concept was to develop an historic interpretive auto tour as proposed in my original project prospectus submitted last October. I began by interviewing our Forest Archaeologist, Mary Maercklein, and researching all available information in our cultural resource files on historic sites in the area I wanted to plan my route. In addition, I visited the local Jefferson County Library and the Crook County Library reviewing several texts about local history as well as conducting oral interviews with three local residents whose families had homesteaded in the area. Although this research revealed many fascinating historical facts about the area and it's early settlers, I found little of significant enough interest for site specific interpretation. This brought me to the conclusion that I needed to broaden my interpretive themes to include other subthemes instead of the primary focus on historic settlement and the area's early settlers. I still wanted to focus on the rich cultural history of the homesteading era. In order to do this and still provoke the visitors curiosity, I decided to use the old homestead sites to interpret several different topics of interest about that era rather than focus on the individual families at each site.

SITE SELECTION

First I reviewed road maps of the district combined with known historical sites to determine if there were feasible access and route opportunities to tie them together. At this point, I met with our Forest road engineer, Peggy Cole-Fisher, and asked for an assessment of the roads I had chosen and an inventory of the current maintenance levels as well as recommendations on what improvements would be necessary to bring the roads up to a standard for recreational passenger car traffic. This information is included in my recommendations for the alternative routes. Once I had identified the potential sites and routes on a map, I took a field trip to review them on the ground and took some slides of some of the potential sites. Reviewing the sites on the ground revealed that many of the sites I had at first thought would be interesting to interpret on the auto tour were actually the same. This realization was confirmed when Judy Mitchell, a Master Performer in Interpretive Auto Tours from our Region visited our district to review my project idea. Judy and I discussed many of Tilden's principles of interpretation, foremost being "so what"? In other words, what makes this site of interest and provokes curiosity to learn more? This was going

to be more of a challenge than I had first anticipated. Judy made several good suggestions for interpretation confirming the fact that I needed to stay away from identifying sites by the family that homesteaded them (this was merely instructional). Judy suggested that I choose broader themes from the homesteading era, for example, the importance of water to the early homesteaders, and use each homestead site to focus on one of those topics. Judy also suggested that I keep my "loop" alternative in tact for the self-guided auto tour and choose other interpretive mediums for the other sites I wanted to interpret. After Judy's visit, I revised my map and broadened the goals and objectives for interpretation to include natural resources, management and information/orientation for the visitor. This gave me a much greater variety of material for interpretation.

AUDIENCE ANALYSIS

The objective of this project is to develop interpretive media along the auto tour and nearby that can be used by nearly everyone. It is reasonable to believe that a variety of people will find the area interesting and want to learn more about it. The growing population of the Central Oregon area continues to demand recreation facilities and interpretive opportunities.

People are unique, and everyone will want and need many different things. A few elements are common services and facilities which should be available somewhere along the way are accessible restrooms, water, someplace to eat/picnic, possibly to camp, information concerning recreation opportunities in the area and information concerning hotels/accomodations in the nearby communities. These are the basics. If we determine we want to reach a specific audience through our interpretive medium, a thorough audience analysis should be conducted at the project level phase. This could include visitor surveys, interviews, public meetings, etc.

DISCUSSION

GOALS OF INTERPRETATION FOR THE CROOKED RIVER NATIONAL GRASSLAND AUTO TOUR

1. Promote a deeper visitor understanding and appreciation of the Crooked River National Grassland area while enhancing enjoyment and encouraging appropriate use of the area.

2. Encourage enjoyment of the area beyond the auto tour route.

3. Provide visitors with an understanding and appreciation of the history and resources of the area and role of the USFS in managing the Crooked River National Grassland.

4. Provide accurate information about the history, resources, issues, and land management policies in the area.

5. Provide safe interpretation that interests all age levels, ability levels, and learning styles.

6. Create a sense of wonderment that will stimulate a probing curiosity to learn more about the area.

OBJECTIVES

In order to meet the interpretive goals, objectives were developed in four areas:

1. Cultural Resources
2. Natural Resources
3. Management
4. Information and orientation

Within each area the visitor will be able to...

1. **KNOW**
2. **DO**
3. **FEEL**

as a result of their experience along the tour route.

CULTURAL RESOURCE OBJECTIVES

Cultural - The Visitor will be able to KNOW:

1. How prehistoric, historic, and present day Indians lived in and used this area...
    a. What was the pattern of seasonal use and why?
    b. What plant and animal resources were used and how?
    c. What kind of shelters were used and when?
    d. What was their social organization?
    e. When did Indians come to this area and when did they leave?

2. What happened to the native populations...
    a. Diseases?
    b. Displacement?
    c. Where do they live today?

3. What attracted non-indians to this area...
    a. Explorers/travelways
    b. Settlements
    c. homesteading
    d. farming
    e. railroads
    f. logging
    g. grazing

4. How transportation systems evolved over time...
    a. How did transportation routes and modes respond to the natural environment from early Indian routes and stage routes to modern highways.
    b. Indian trails, stage routes, and motor road.

5. How ranchers, homesteaders, and others utilized the area's resources and were affected by the natural environment.

6. What role the Federal Government played in the development of the area...
    a. How did the Bankhead Jones Act and the Resettlement Act of the Roosevelt Administration bail out early homesteaders?
    b. How did the Soil Conservation Service "rehabilitate" the marginal lands reclaimed by the government?

Cultural - The Visitor will be able to DO:

1. Read books on local history.
2. Read the self-guided interpretive brochure and visit cultural sites, such as McCoin Orchard, Osborn Springs, Perryville/Old Culver, Cyrus Orchard, and visit interpretive signs for prehistoric information.
3. Understand, explain and respect resources needing protection for future survival.
4. Share their knowledge of local cultural resources with others.
5. Imagine being in the area during times past.
6. Participate in cultural resource programs (prehistoric dig, etc.).

Cultural - The Visitor will be able to FEEL:

1. Appreciation and wonder at what it must have been like to be here with little or no modern conveniences.
2. Respect for the courage, adaptability, and ingenuity of early people.
3. A sense of respect for cultural history and sites and the need to promote protection for these special sites.

NATURAL RESOURCE OBJECTIVES

Natural - the Visitor will be able to KNOW:

1. What effects geological processes have had on the landscape.

2. What fish/wildlife can be found in the area, where they live, and how they interrelate with each other and the environment.

3. What plants can be found in the area, where they live, how they interrelate with each other and the environment.

4. How land forms and vegetation distributions are reflections of the area's geologic processes and climate.

5. How the high desert juniper/steppe environment evolved and responds to natural disturbances such as fire, insects, volcanic eruptions, disease, drought.

6. What roles water has on the natural ecosystem process. ?

Natural - the Visitor will be able to DO:

1. Read books on natural resources of the area.

2. Return to the auto tour loop and other areas of the Crooked River National Grassland to increase their knowledge of natural resources.

3. Stay longer in the area to learn more than they expected to.

4. Walk on the interpretive trail at Rimrock Springs Wildlife Management Area.

Natural - the Visitor will be able to FEEL:

1. Awe/wonder at the power and importance of interrelationships/linkage of nature.

2. Curiosity/desire to learn more than we can provide, but still satisfied that they are well informed about natural resources and processes.

3. Respect for natural processes and how fragile they are.

MANAGEMENT OBJECTIVES

Management - the Visitor will be able to KNOW:

1. The Forest Service manages area resources like timber, water, wildlife, fisheries, wilderness, cultural resources, recreation, wild & scenic rivers, and scenic.

    a. Provides a source for commodity production
    b. Protects resources.
    c. Provides opportunities to enjoy resource.

2. The evolution of management of the area.

    a. Custodial
        1) CCC
        2) logging
        3) mining
        4) cattle and sheep grazing

b. Development and Accessibility
   1) Wilderness study areas
   2) Trail and road systems
   3) Grazing
   4) Transportation system
   5) Developed/dispersed recreation

c. Sustainability/National systems
   1) Wild & Scenic Rivers
   2) Mountain Bicycling
   3) Horse use
   4) Current allocations-land use patterns, e.g. dispersed, non-motorized, wildlife mgmt areas,
   5) Scenic Byways
   6) ATV/OHV use

3. Litter is especially offensive in forest landscape where human impact has been minimal.
   1) What effect does litter have on wildlife?
   2) What effect does litter have on plant life?
   3) What effect does litter have on scenery?
   4) What effect does litter have on water quality?
   5) What effect does litter have on sanitation?

4. Parts of the Grassland that have special management areas with specific standards and guides that govern use activity.

5. What activities are illegal on the National Grassland and how to report them.

6. Why a limited resource environment often demands difficult management decisions that may not be popular with everyone.

Management - the Visitor will be able to DO:

1. Read signs and brochures about natural resource management.

2. Stay longer and enjoy recreation opportunities.

3. Actively participate in national resource/ ecosystem management through public involvement.

4. Help protect natural resources by reporting suspicious activities that are potentially damaging.

5. Deposit all trash in proper receptacles and perhaps clean up litter they find.

6. Keep their impact of the environment minimal.

Management - the Visitor will be able to FEEL:

1. Appreciation for the complexity of Forest Service Management practices.

2. Prepared to encounter Forest Service Management activities on National Grassland land.

3. Confident that the Forest Service is receptive to their input and uses it in management decisions.

4. Good about taking responsibility in keeping the Crooked River National Grassland clean an picking up trash left by others.

INFORMATION AND ORIENTATION OBJECTIVES

Information and Orientation - The Visitor will be able to KNOW:

1. This is everyone's National Grassland and the Forest Service welcomes all.

2. What and where the Crooked River National Grassland is and which agency manages it.

3. How to discover interpretive opportunities in the area.

4. What recreation opportunities are in the area and how to find them.

5. Where to find more information (maps, book sales, free brochures, audio tape tour, etc.)

6. Usage of rules, regulations and recreation facility site status (campgrounds, trails, etc.)

7. How to use the Grassland safely.

8. Important road and trail access and use information.

9. What recreation opportunities are appropriate for specific areas (where ATV/OHV use is allowed, etc.).

Information and Orientation - The Visitor will be able to DO:

1. Participate in the opportunities the area offers.

2. Choose activities that best meet their time schedules, abilities, and interests.

3. Be able to find their way around the tour route and adjacent areas and utilize the interpretive facilities and services we offer.

4. Return to the area.

5. Tell others about their experiences on the Crooked River National Grassland.

Information and Orientation - The Visitor Will Be Able To FEEL:

1. Happy that the Forest Service staff is cheerful, willing to serve, and excited about the area.

2. Excited about the interpretive facilities available and the opportunity to see and learn more about it.

3. Satisfied that we are offering them quality interpretive facilities and services.

4. Knowledgeable about activities/decisions affecting their use of the Grassland.

DEVELOPMENT OF ALTERNATIVES

The following questions define the criteria I used to determine whether or not a site was appropriate for interpretation:

1. Does the site provide something to interpret that will stimulate the visitor to want to learn more?

2. Does the interpretative opportunity tell the visitor something unique or different about the Grassland and provide him/her with information about the history, natural resources, management or opportunities available?

3. Is the site accessible by passenger cars during most seasons of use?

4. What is the cost to bring the roads to a standard for recreation/passenger car use.

4. Does the site fit into a loop or continuous flow (does it lie along a continuous route rather than off on a spur road away from the main route)?

This plan is an overview interpretive plan versus a project specific interpretive plan. What I have attempted to do is to research other existing plans of similar scope and do the field work and research necessary to select potential sites for interpreting the objectives. The sites that were chosen and the chosen topic to interpret at each site was based on the criteria listed above. For example, the ones that are existing recreation sites and/or portal sites are an obvious site for orientation of the visitor. I did consider some alternative routes for the tour, which were eliminated from further analysis if they did not meet these criteria (see map - Appendix C).

CROOKED RIVER NATIONAL GRASSLAND AUTO TOUR
EXISTING AND POTENTIAL SITES

Interpretive sites	Topic	Medium	M.P.
1. Lone Pine	History	auto tour	1.0
2. Skull Hollow	Visitor info, History	sign, auto tour	
3. Skull Hollow	Geology	auto tour	
4. Overlook	History, Geology	auto tour	
5. McCoin Homestead	History	sign, auto tour	
6. Kings Gap	Raptors, Geology	auto tour	
7. Upper & Lower Cyrus	History & Rec oppty	auto tour, sign	
8. Lower Cyrus	Management Prescribed fire	auto tour	
9. Antelope winter Range	wildlife/ habitat	auto tour	
10. Gray Butte Cemetery	History	auto tour, sign	
11. Turnout	Juniper-steppe ecology	auto tour	
12. Scales Corral	History/Mgmt	auto tour	
13. Rimrock Springs Wildlife Area	wildlife, vis info, mgmt, interp. trail, history	kiosk, sign, trail auto tour	
14. Old Lamonta townsite	history	auto tour	
15. Haystack Reservoir	Rec Oppty,	sign, trail, brochure	
16. Perryville/Old Culver	History	sign, brochure	
17. Osborn Spring/hmstd	History	sign, brochure	

MEDIA SELECTION

The criteria used to select the appropriate interpretive medium for each site was based primarily on the how subject the site is to vandalism. Much of the Grassland is rugged country that is remote in nature even though you are never far from a highway. This setting is inviting to local party animals who want to drink beer and have fires using anything available nearby and the folks who want to try out their guns on anything available to site them on. Since this problem is so pervasive, this criteria dictated that signs and kiosks be used only in areas that are afforded a greater degree of protection due to their proximity to a higher number of people passing by (along the major highways or next to the main recreation sites or nearby residences).

ACTION PLAN

This project developed management goals and objectives that can be used in producing a project specific interpretive plan for the entire National Grassland, however there is still much work to be done. To continue the work of this project and any other project specific interpretive plans for the National Grassland, the following items will need to be completed:

1. Initiate a core interdisciplinary team to: develop themes and sub-themes; provide detailed and factual information for the sign and brochure narratives; and identify and develop more locations for interpretation. Suggested make-up would include an engineer, landscape architect, botanist, wildlife biologist, geologist, and the Forest Public Affairs Officer or Assistant.
   Approximate timeline: 30-60 days*.
   Approximate time commitment per member: 2-10 days.

2. Produce a design guide to develop consistency in sign production and materials throughout the National Grassland. The signs welcome the visitor and are a key source of communicating information, orientation, and interpretation. Consistency is essential.
   Approximate timeline: 30 days.
   Landscape Architect: 10-15 days
   Engineer review: 1 day

3. A thorough audience analysis through interviews, and surveys should be completed.
   Approximate timeline: 45-60 days.
   Recreation Planner: 5-10 days.

4. Cost and proposed funding sources need to be identified and developed (grants, partnerships, challenge cost-share, etc.).
   Approximate timeline: 15-30 days
   Recreation Planner: 5-10 days.

5. Rimrock Springs Trail Interpretive plan to be completed and implemented as part of this plan.
   Additional time needed to complete:
   Team: 2 days
   Landscape Architect: 2 days
   Recreation Planner: 2 days

6. Implementation (sign designs produced, signs erected in place, necessary pull-outs, etc., constructed):
   Approximate timeline: 3 months to 1 year.

* Timelines dependent on staff availability.

SUMMARY

The objective of this project was to develop a broad overview of potential interpretive opportunities on the Crooked River National Grassland, specifically for an auto tour route, but it also identifies other opportunities in close proximity to the tour route. This project developed management goals and objectives for interpretation that can be used in producing an interpretive plan for the entire National Grassland.

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APPENDIX

APPENDIX A

The Importance of Interpretive Planning

Why Bother Writing Interpretive Plans?

(Courtesy of Wendy Walker, Mount Baker Snoqualmie National Forest. This is an edited excerpt from an interpretive plan developed for the Sabino Canyon, region three. Review of the complete document is recommended.)

MORE PAPERWORK!!! Can't we ever cut through the red tape and just DO something? It'll take half our budget and time just to plan the project.

Have you ever felt like this? Do you know someone who could have said this?

Why we do interpretive plans...

So that we spend our money and creativity interpreting the best subjects at the the best locations with the most effective media.

> **Example:** A district spent $20,000 rebuilding and creating interpretive signs for a CCC picnic shelter in one area and then realized that a much better example of CCC architecture existed 40 miles away with a group of site-specific CCC retirees ready to do some of the work for free and provide oral history to boot.

So that we coordinate between departments, districts, forests and agencies on interpretive projects.

> **Example:** A series of 18 signs is created for an old-growth nature trail on a district. Three signs are deleted for lack of money. After the project is installed, recreation finds out that fish and wildlife had extra money and would have funded the deleted signs.

So that an inter-agency group of experts have input on the project giving it more depth, accuracy and creativity than a single project writer/coordinator could offer.

> **Example:** An historian plans an interpretive overlook for the shores of an abandoned millpond. He researches and writes text about the early sawmill activity at the site. Belatedly he realizes that the state fisheries dept. enhanced the pond for fish spawning. He adds a sign about fish, hastily researched over the phone. If the fisheries people had been involved at the beginning, the fish and history stories could have been interwoven into a unifying theme.

So that several different learning styles can help create the interpretation. Remember that the audience will have varieties of learning styles.

> **Example:** A scientific learner designed an interpretive brochure for eagle signs along a wild and scenic river. She included a multitude of interesting facts about eagles and their habitat gleaned from current research. The brochure had good accuracy, depth, and was perfect for other scientific learners. Unfortunately, many of the visitors to the site were children, fishermen, and tourists who had different learning styles. For instance, a creative learner would be impatient with all the answers and would have preferred a brochure that presented mysteries to explore. Or an empathetic learner would have preferred an evocative text that would have let him/her imagine being an eagle soaring over the valley. If the planning team had included other learning styles, the brochure could have had more variety of approaches and pleased a wider audience.

So that interpretation and facility construction interweave rather than clashing.

> **Example:** An interpreter located viewpoints for signs in a fragile subalpine meadow considering only the topics of the signs in their location. The trail and revegetation crews relocated the viewpoints to areas where the vegetation had already been damaged so that construction impacts would be lessened. The topics then had to adjust to the new locations.

So that management concerns are raised early in the process and can be incorporated before facilities are near completion and change is expensive or impossible.

Example: A district ranger finds our one week before signs are in production that the forest service shield is only on the trailhead sign. She insists that the artist go back and add the shield to each sign. The re-shot film work costs thousands of dollars.

So that non-forest service people can add their concerns and expertise to the planning process.

Example: The forest service spends a million dollars re-vamping a day-use area in a fragile subalpine meadow. One major improvement allows tour busses into an area formerly inaccessible to large vehicles. An ecologist at the local university contacts the f.s. during road construction with a 40 page study on how damaging increased use will be to the area with good suggestions on how to run a shuttle bus to the same site with much less resource damage. Involving this expert in the planning of the area would have allowed the f.s. to include his ideas earlier in the process.

So that all the interpretive possibilities can be brainstormed and located to provide baseline data for prioritizing the ideas for budgets. Partnerships can then be sought for appropriate projects and a list of projects will be at managers' fingertips when funds become available on short notice.

Example: A small hydro project is being developed along a creek where a unique forest community grows out of one of the largest volcanic mudflows in the world. They hydro project managers ask what they should offer for recreation mitigation. The forest service suggests building picnic tables in a campground 20 miles away. The mudflow forest remains uninterpreted.

So that the best media will be chosen for each site.

Example: $30,000 is spent on signs for a self-guided nature trail along a wild and scenic river. Fishing access roads intersect the trail. Two months after installation, signs are shot full of holes. A staffed guided walk scheduled at high use times would have cost the same over ten years and been unvandalized.

So that different interpretive phases within an area can be related with a similar logo, design, colors, and themes.

Example: Two self-guided trails, a visitor center, an area introduction brochure, and an auto tape tour are developed for a scenic byway. A different person works on each project. No one writes an interpretive plan. When the projects are completed, the materials, design, colors, etc. are jeeringly different. The brochure duplicates sign information. The audio tape contains information contradictory to the brochure. An overall plan would have helped coordinate the projects.

Interpretive Planning Basics

(Courtesy of Wendy Walker; Mount Baker Snoqualmie National Forest. This is an edited excerpt from an interpretive plan developed for the Sabino Canyon, region three. Review of the complete document is recommended.)

The planning structure and ideas outlined here have been borrowed from R-6 interpretive planning sessions, Jim Pollock R-6 Interpretive Coordinator, the R-6 value analysis process, Dr. Sam Ham of the University of Idaho, and the National Park Service.

An interpretive plan should answer most of these questions:

...Who is the visitor?

...What kinds of information do visitors want or need?

...What kind of information does the forest service want to communicate?

...What media is best suited to presenting each part of the message?

...Where is the information best conveyed?

Interpretive plans for broad areas like a district or a scenic byway differ in some respects than plans for individual projects like a nature trail. Before beginning a planning process it is very advisable to find an existing plan which tackles an area or project of similar scope to the one you are working on, (e.g. if your plan is for a scenic byway, find a scenic byway plan.)

In most cases its is preferable to write an overview interpretive plan for an area like a district or a scenic byway before writing the project level interpretive plans. In this way, projects can be appropriately dispersed throughout an area and coordinated with each other. Ideally each forest would have an interpretive plan as part of its forest plan and then each district would write a district level plan to guide individual project planning.

Since funding often drives planning, the funding unit..e.g. the scenic byway or the historic ranch usually ends up being the planning unit. Its still important to look at the context of the project when determining where, what and how to interpret.

The first phase of interpretive planning does not include cost estimates unless the budget is already firmly in place for the project. It's more effective to plan what should be done in an area rather than what can be done. Often, ways can be found to implement ideas that are innovative and exciting.

After the plan is completed an implementation plan should be developed that includes costs, phasing, and facility planning.

Interpretive Planning Teams

Core Planning Teams

A core interdisciplinary team of 3-5 people makes an optimum planning group. Not only should each come from a different academic and work background, but there should be a variety of learning styles as well. Its essential that one member of the team know the area (on the ground) very well. It's helpful to have one member come from the outside to provide a fresh view and a different perspective of the area/resource.

Good combinations include:

1) engineer, interpreter, landscape architect, archeologist

2) biologist/geologist, artist, interpreter

3) marketing specialist, scientist, public affairs officer, interpreter

4) forester, developed recreation guard, interpreter

The point is to provide strength and diversity to the planning process. All team members need to be sensitive to the strengths of the others and committed to a cooperative team process. Its helpful to remember that the audience will be made up of all kinds of people so that having different perspectives on the planning team will insure that the interpretation will be multi-faceted.

One member of the planning team is designated *before* the planning sessions as *team leader*. This person prepares the pre-planning information, sets up the work space and other session logistics, and is responsible for work processing, editing and presentation of the plan after the group planning sessions.

Note: Teams larger than 5 people become logistical nightmares. It seems to take forever to get everyone back from lunch etc. Group process also becomes more cumbersome.

Larger Planning Resource Group

A larger planning resource group of from 5 to 25 people can be assembled on the first day of the planning sessions to provide expertise and should also be included in reviews after the plan is written. Usually this larger group includes managers who have to sign off on the plan, scientists who have data about the area, and interested community members. If possible, some of these resource people should accompany the core team on a field trip during the first day to help orient them to the area.

The focus of the resource group should be to tell the "stories" of the area..the amazing facts..the hidden secrets etc. that the visitor will be interested in. The core team will then plan how and where to get these stories across via interpretation.

Preparation for planning sessions

Team leaders are responsible for the following tasks. Most of them should be accomplished several weeks before the planning sessions.

1) Team selection--Usually in conjunction with managers. After team members are selected they should receive a letter informing them about logistics like motels, transportation, etc. Its helpful to tell members from other areas about local climate, recreation opportunities etc.

2) Locating planning work space. This should be away from distractions but comfortable. Much more work will be accomplished if phones and DG are not immediately accessible. The work space should be within easy access of the area to be interpreted so that frequent site visits are practical.

3) Reserving a vehicle. Ideally everyone rides in one vehicle so that planning can go on during driving time and so that team members are less likely to leave early and come late.

4) Arranging typing support. If someone can work evenings during the planning week to type the notes of the day and make copies for team members, the process goes more smoothly.

5) Arranging mid-day meals. Having lunches saves time and gives the team field flexibility. Hopefully everyone brings their own lunch each day. Another alternative is for the F.S. to provide lunches at the work site.

6) Identifying the larger resource group members and inviting them to speak on the first day. Usually this involves sending out a letter. Make sure they realize that this is not a public NEPA process meeting, but rather an idea-generating meeting.

7) Preparing a packet of information about the project that is then sent to all team members to help them prepare for the planning week. Good information to include might be:

·recreation guide to the area
·scientific reports/maps
·architect's plans for buildings
·audience analysis statistics
·other interpretive plans that relate to the project
·map of the area
·cultural resource inventories of the area
·NEPA documents pertaining to the area
·documents including direction from managers about the project
·newspaper articles about the area/project
·an example of a plan from another area that approximates what the team will be producing.

8) Preparing an agenda for the week including times, places and approximate steps in the planning process.

9) Making copies of support materials for the first-day resource group meeting. e.g. a geologic map that the geologist speaker will need for group reference.

10) Making copies of process documents that might facilitate planning. (e.g. learning styles inventory) Note that some of the material is copywrited and needs to be ordered ahead of time from the publisher.

11) Providing coffee and tea for breaks..Maybe snacks.

12) Possibly arranging a pre-work social ice-breaker..(e.g. a barbecue the night before the process begins.)

13) Gathering gadgets and support materials for the process. Useful items may be: Camera, video camera, flip charts, markers, pads of paper, pencils, video recorder and T.V., stakes for marking sites, ribbon, etc.

Planning Process Introduction

Define interpretive planning. If team seems unsure about why we should plan, then go over the information on "Why Plan". Go over the agenda for the week giving a clear overview of what will be happening on which days. Go over the structure of a plan similar to the one your team plans to produce.

Project Introduction

Have someone very familiar with the project introduce it to the group. The district ranger or other manager may want to take on this task and add their concerns and ideas about the project at this point. Maps, photographs, video or other audio-visual aids can help the planning group grasp the project parameters more quickly. A goal here is to communicate to the group why the project/area is worth interpreting and some of the history/politics that lie behind the designation of the area as an interpretive site.

Larger resource group meeting

The core team meets with this larger group to hear the ideas and facts they have to offer. Allow plenty of time for this meeting. Probably 20 minutes per speaker is a minimum. A good M.C. should be selected for this meeting who can keep the process moving along and prevent speakers from going off on tangents or tirades. Also, occasionally speakers end up in confrontational dialogue (fights) that need to be tactfully ended. The district ranger or someone else who knows most of the speakers may be a good choice for this task. Its a good idea to tape or video tape this meeting if speakers don't object, sometimes some oral history gems emerge.

The press may want to observe the planning process if the area is politically sensitive. Probably it's better not to have them involved until the plan is written, but if they insist, then this larger resource meeting may be the most appropriate place for them. If the press is there, make sure all speakers know about it ahead of time and give their permission to be quoted.

The purpose of this larger resource group meeting is to transfer ideas, facts, Once the plan is approved by managers, an implementation schedule can be written that indicates priorites and sources for funding and gives probable dates for project development.

Resource managers like timber sale officers and wildlife biologists should have access to the plan for including its recommendations in their resource management decisions.

Group Process Check List

As the group works during the planning week, keep these group process ideas in mind:

1. Try to put yourself in the shoes of the visitor. What do they need to know, want to know? What do we need to communicate to them to get them to care about the site.
2. Find something about the site or its interpretation to get excited about.
3. Let part of each day be creative, innovative and open.
4. Focus on new angles/approaches rather than always on problem solving.
5. Respect the opinions and feeling of other team members. Each person's strengths are different.
6. Don't over-plan or over-interpret. Leave some things for the visitor to discover on his/her own.
6. Meet the needs of as many different learning styles as possible at each site and for each message.

Important Elements of Interpretation

A Word about Thematic Interpretation

(Courtesy of Rich Ray while on special assignment from the Mount St. Helen's Visitor Center. This is an edited excerpt from an interpretive prospectus developed for the Lassen National Forest in region 5.)

Themes are statements, complete thoughts, that create an image in the readers mind. These statements should not be confused with "topics". For Instance, "The birds of the Pacific Coast" is a topic. This topic may be used as a title for a guidebook or narrative, however, it does not tell the reader anything about these birds..it only introduces the subject. A theme tells us something about the subject. "Birds of the Pacific Coast are most often migratory" or "Pacific Coast Birds are extremely well adapted to the coastline environment". These statements are themes; they answer the question "so what?". They tell us something about the subject and they do it with the power of a complete sentence.

Most themes start as topics - incomplete thoughts, subjects. To arrive at a theme, there is a need to prioritize these topics and come to a conclusion about them..a somewhat convoluted system, but it works. In the process of prioritizing topics we may find relationships between them. Often the list of topics seems endless, yet some specific subjects stand out as intriguing, provocative and clearly related. List as many of these provocative topics, and are fairly certain not to have left something out..the relationships between them may become apparent and so too, the central theme.

The following dominant and supportive themes are an attempt to elaborate on and support the central theme. The central theme, stated above, encompasses the supportive themes and contains the "central image". Because it must contain the sub-themes, it is going to be fairly general. Don't worry, the central theme is meant to be broad and grandiose, like a ship; once you see the internal structure, the crew, the cargo, the specific machinery, the ship takes on greater meaning.

Examples of Themes

There are many creeks and drainages that originate in the Park or Forest and have carved channels through the volcanic rock.

A surge of hot gasses and ash from one of Lassens last eruptive events formed the "devastated area" where most vegetation died from effects of this ground hugging blast.

Burney Falls, called by Theodore Roosevelt "the 8th wonder of the world" pours down a steep lava face.

Fire is not the only source of rapid change in the Forest. Volcanic eruptions, wind storms, droughts, heavy snowfall years, and combinations of these factors all effect forest cycles of disturbance and renewal.

Once the home of Grizzly Bears, Wolves, and Condors, the influx of settlers, hunters, ranchers, and farmers have tamed much of the Lassen area, changing its' character.

Native Salmon once used the Feather River and Pit River systems as seasonal spawning grounds, only remnants of these original spawning areas are now accessible or used by the salmon.

Audience Analysis

(Courtesy of Rich Ray while on special assignment from the Mount St. Helen's Visitor Center.. This is an edited excerpt from an interpretive prospectus developed for the Lassen National Forest in region 5.

Audience analysis (preliminary) and an Interpretive Inventory of sites and subjects characteristic of the planning area provide direction for the development of themes. These interpretive themes will, in turn, provide direction to the planning team to determine visitor intended outcomes; or in simpler terms what the visitor will "know", "feel", and "do" as a result of their visit and experience at the interpretive site.

Guiding all of these elements is the planning teams vision statement and goals.

An audience analysis allows planners to design programs and facilities to meet the needs of specific audiences. In some cases the audience consists of one or two dominant groups that may have special needs, for instance, seniors and children. Their needs can be met by incorporating an abundance of tactile, interactive interpretation for children; or larger text size and greater range of accessibility for older people. Many interpretive projects plan for audiences of children and seniors as part of making exhibits and programs accessible for all ages.

If the audience is very specific (ie; area farmers or students from a nearby technical school) successful interpretation should address the interests of these groups as well as other target audiences.

The target audience includes both existing audiences, those known to frequent current programs or facilities; and potential audiences, those groups likely to be attracted to increased interpretive developments. This latter group may include students, foreign visitors, tour groups, history buffs, train lovers, wildlife watchers, etc., depending upon the area attraction and themes that are developed.

Consequently, planning for audiences includes some speculation and the daring to make natural and cultural themes "come alive"; to challenge the known audience and attract others. By meeting the needs of all audiences (orientation, restrooms, parking, accessibility), and suggesting provocative themes and media, a facility design and Interpretive plan is well on the way to providing the guidance needed to develop a quality experience for the visitor.

Value and significance of behavioral research

1- It can help assess who and how many individuals use each particular facility.

2- It can show possible methods in protection and management of the characteristics of the resources and facilities that give these resources their recreational value.

3- It can help answer the questions of what level and rate of use are desirable.

4- Interpretive programs can be designed around the user's interest.

5- It can help find ways of meeting the needs of recreationists while maintaining the land in a natural state.

6- It can aid in improved programming and facility development, while lowering cost which could result from miscalculation of visitor interest.

7- As managers must not only provide for the enjoyment and use of the public but must also preserve and protect the land they manage, it is a possible way in which these two potentially incompatible objectives might exist act together harmoniously.

The more development and the higher level of use found in a site, the greater will be the social experience expected. Expectations for aesthetic experiences declined with more development and higher use.

Interpretive Inventory

(Courtesy of Rich Ray while on special assignment from the Mount St. Helen's Visitor Center. This is an edited excerpt from an interpretive prospectus developed for the Lassen National Forest in region 5.)

Interpretive inventories usually consist of three elements; (1) An audience analysis, (2) Natural and Cultural resources of the area to be interpreted and (3) current Interpretive Services, which includes existing facilities, programs, publications and supporting services such as museums and natural history associations. Each of these elements is important to determining the scope and content of interpretive messages.

Common Needs

Restrooms, drinking **water** (fountain),

Changing Table in restrooms,

Orientation to area services and attractions,

Sales materials (books, postcards, slides sets, posters, childrens books and games, film, etc)

Map and Brochure/publication, *contact* with Visitor Center staff, trail/camping

Permits, Golden Age/Access cards,

Parking for cars, recreational vehicles, motorcycles and bicycles,

Barrier free access (to building, restrooms, exhibit area, adjacent viewing area and trails); andall

Legal Requirements for government buildings, traffic access, exterior and interior signs, safety and first aid equipment.

Expectations

- **Camping/picnicking and recreational facilities;**
- **Publications including park brochure, forest newsletter;**
- **Maps and seasonal information,**
- **Contact with forest personnel,**
- **Information about local services (food, gas, lodging, church services, hospital, etc.) trails, ,**
- **after hour visitor information,**
- **Introduction to major area themes;**
- **Interpretive programs (guided walks, talks, campfire programs)**
- **Video/theater program.**

Limitations:

Time, money, physical barriers, season of Use, available recreational opportunities, required services (lodging, etc) learning style, physical limitition (disability), content of interpretive text (terminology, technical information), availability of visual/tactile and auditory media, language, weather (visibility of interpreted features), size of building, available parking, seating in theater and other physical limitations in the design.

Hearing and Speech Facts

Hearing and Speech

*It is estimated that more than 37 million people in the United States, about 10% of the population, have hearing, speech, or language impairments.

*Between 1990 and 2050, the number of people with hearing and speech impairments will increase at a faster rate than the total U.S. population as a direct result of aging.

*Most people with communicative disorders can be helped. Rehabilitation for these impairments includes medical and surgical treatment, hearing aids, and hearing and speech rehabilitation.

*The health costs (including drugs, therapy, devices, medical care, etc.) and the indirect costs of income lost due to illness for the communicatively impaired are estimated at more than $30 billion per year.

Hearing Loss

*There are more than 2.1 million cases of hearing impairment reported annually in the United States. (An estimated 3.9 million people in this country have hearing aids.)

*Hearing loss is most common among the elderly. More than one out of every four people over the age of 65 has a hearing disorder. By age 75, substantially more than one out of three has a hearing loss.

*Permanent hearing loss can result from repeated exposure to loud music. Noise in excess of 85 to 90 decibels is considered hazardous when exposure is several hours each day. Noises from firearms, rock music, jet airplanes, lawnmowers, and power tools can reach hazardous levels.

*An average of three out of every 100 school children are affected by hearing impairments. (A second three out of 10 children suffer from middle ear infections that may cause a temporary hearing loss.)

*Technology to assist certified hearing help professionals is available to improve the quality of life for the hearing impaired. This includes hearing aids, assistive listening devices, Telecommunication Devices for the deaf (TDD), and captioned audiovisual media.

*Deaf adults and children ages 2 and over may be candidates for a surgically implanted cochlear implant. This device can, for many, significantly improve communications ability through enhanced lipreading. A few users are able to understand speech without lipreading.

Speech Impairment

*There are more than 23 million cases of speech impairment reported annually in the United States.

*Articulation disorders, difficulties with the way sounds are formed and strung together, are the most common of all speech disorders.

*Each year, more than 84,000 Americans develop aphasia (the loss of the ability to use speech and language) due to a stroke or head injury.

*The incidence of speech impairments reported in health interviews is higher for males than for females, higher for non-whites than for whites, and about the same for each of the four major regions of the United States.

*Technology available to improve the quality of life for people who are speech-language impaired includes specially programmed computers, voice prostheses, artificial and electro larynges, telephone devices for the amplication of voice, cordless body microphones, and Telecommunication Devices for deaf (TDD).

Design, Fabrication, and Contracting Processes

Design and Fabrication Process

Specific elements relating to the fabrication will be developed during the contracting phase.

Suggested Materials

The suggested materials are: resin casts, fiberglass embedded or porcelain enamel. Resin casts are made from a mold of an original pattern, such as a real fish for example. Poly mar epoxy that is reinforced with fiberglass which is similar to the material used in ocean going vessels, are the primary components of resin casts. These casts are three dimensional and would include braille text. Porcelain enamel has been known for its durability and is well worth the investment. Where vandalism is a concern porcelain enamel withstands graffiti from paint and markers, (can be removed with solvent), knife, pen, and key scratches and bullet resistant.

Fabrication Schedule

Forest Service writers, planners, and managers will work in conjunction with the selected contractor to design, illustrate and fabricate porcelain enamel panels. Timeframes for the review process including comments and revisions will be negotiated in the contract specifications.

Stages of development

Thumbnail sketches

Develop a minimum of three conceptual designs and sketches for review that illustrate a proposed design outlined in the interpretive plan.

Original Illustrations

Develop original illustrations for each sign. Plant and wildlife species depicted will be anatomically and scientifically accurate, as well as authentic portrayal of plant and wildlife habitat and diversity of landscapes.

Paper Proofs

Produce 1/4 - 1/2 size paper proofs of text and illustrations.

Final Design

Text: Prepare final check of spelling, grammar and layout of text. Typeset, up to 200 words per sign. Film mechanical preparation to full size, pin registered camera ready stage.

Illustrations: Prepare original illustrations, films, and screens for photo mechanical reproduction and enamel imaging.

Fabricate signs to 16-18 gauge enamel quality steel with no flange edges in 3-4 colors. The minimum thickness of ground coat shall be 2.5 mils and finish coat shall be warranted against weathering and fading for a period of at least 10 years.

Design and Fabrication Cost Estimations

Many vactors determine costs making it difficult to provide accurate costs. When calculating cost estimates the following factors need to be considered.

· How much time and resources will Forest Service staff provide to write text, provide preliminary sketches, background resource information etc. This might include interpretive planners, resource specialists, landscape architects, engineers, contracting officers, support staff and recreation planners.

· How many display panels/exhibits are going to be under one contract? If at all possible costs can be reduced by pooling projects together under one contract.

· How much text and graphics will be on each individual display panel? Will the contractor have to provide conceptual drawings and descriptions or will these already be drafted? This needs to be specified in the contract.

· What type of materials will be used and if color is used, how many colors? The site and visitor analysis profile will provide valuable information in determining types of material. Does it need to be vandal-proof? Will it be indoors/outdoors? Who is the audience? Balance the visitor needs with management goals and parameters.

Design and Fabrication cost are provided in a measurement of cost per square inch. Design costs vary from approximately $.75 - $1.25 per square inch. Fabrication costs vary from approximately $1.50 - $2.25 per square inch. Resin casts add to the approximate cost per square inch.

Potential Exhibit Design Contractors:

Sea Reach LTD
P.O. Box 112
Roselodge, OR 97372
Brian O'Callaghan
Susan Jurasz
Tele: 503 994-6903

Winsor Porcelain Enamel Display
311 Capitol Way N.
Olympia, WA 98501
Tony Baby (Bob-bee)
Tele: 206 786-8200 FAX: 206 786-6631

PPI, Promotion Products Inc.
50 SE Yamhill
Portland, OR 97214
Tele: 234-0901 FAX: 234-0905
Seattle Tele: 206 464-0600 FAX: 206 464-2699

Contract Specifications

(Courtesy of Mount St. Helen's National Volcanic Monument, Gifford Pinchot National Forest. This is an excerpt from the Coldwater Johnston interpretive sign contract.)

Description/Specifications/Work Statement

SCOPE OF CONTRACT

(a) Work will consist of developing interpretive signs in conjunction with Forest Service interpretive writers. The Contractor will provide design services and furnish all labor, materials, and facilities to produce actual size film positive for quality interpretive signs as listed in specifications attached to Section J, f.o.b. destination.

(b) Work shall consist of development of interpretive signs for the Coldwater/Johnston Development Project within the Mount St. Helens National Volcanic Monument (see vicinity map in Section J). Most of the interpretive signs are located within the current Administrative Closure. Entry is by permit only. Call Celese Brune at the Monument Headquarters, 206/247-5473, to arrange for a visit into the Administrative Closure.

(c) The signs will interpret the recent geologic events at Mount St. Helens and the biologic response to these events. Work will also consist of the development of information board interpretive messages for mounting on plexiglass boards throughout the Mount St. Helens National Volcanic Monument.

(d) The Contractor will brainstorm with the Forest Service in writing the sign texts. The Contractor will work in conjunction with the Forest Service by integrating text with design and illustrations following the process which consists of the following stages. Each stage must be approved by the COR before moving on to the next stage. The stages are the development of--

(1) thumbnail sketches. The initial conceptual layout shall be 1/4th size and black & white. Contractor has choice of materials.

(2) 1/4th size color compositions of approved thumbnail sketch. The Contractor has choice of materials.

(3) one half size black and white paper proofs to check spelling, grammar and layout. Contractor has choice of materials.

(4) full-sized, pin registered camera-ready copies

(5) film positive

(e)Work shall include a minimum of four days in the field for development and will also include five two-hour meetings for each porcelain enamel sign (more than one sign will be discussed at each meeting) to review, discuss, revise and evaluate the sign development. Approximately 5 reviews and revisions per sign are required.

(f)Upon completion of the contract, the film positive mechanical and illustrations become the property of the Forest Service. The Forest Service shall have the right to all future uses of the artwork.

Minimum Qualification Requirements

(a)The Contractor shall have a minimum of four years experience in interacting with clients to design interpretative signs with a theme and;

(b)One year's education and/or similar experience in the production of high quality film positive, silk-screening, back-screening, and porcelain enamel processes.

Interpretive Sign Writing Team

The Mount St. Helens sign writing team consists of interpretive writer(s) directly responsible for writing text, lead interpreter to provide direction and creative energy, the contracted design and graphics firm for design, lay-out and fabrication, two managers from the Supervisor's Office for review support, and a text editor. The process uses one writer for developing text for each interpretive trail.

Technical Specifications

General

(1) "Exhibit quality" film positive for porcelain enamel interpretive signs and information board messages for backscreening on plexiglass shall be manufactured. The development of film positive is contingent upon approved half-size proofs. The Contractor shall then prepare;

(A) film positive mechanical for use in the porcelain enamel process;

(B) prepare film positive mechanical for backscreening on plexiglass.

(2) The quality of graphics, illustrations, and layout of the interpretive signs shall be compatible with those interpretive signs and information board messages within the Mount St. Helens National Volcanic Monument.

Specific

(1) Design and Lay-out for both porcelain enamel and backscreen plexiglass signs

(A) Production of accurate, precise and scientifically correct illustrations while making those illustrations artistic, and poetic in nature.

(B) Design lay-out with creative use of color, line, shape, texture, text type and other visual elements to portray and communicate the interpretive theme.

(C) Production of full color photographs onto the porcelain enamel sign.

(D) Problem-solving related to all aspects of design, illustration and manufacturing process.

(E) Assist in finalizing specifications for fabricating signs by Government Printing Office (GPO) in terms of colors, thicknesses, and number and type of illustrations and photographs for the signs.

(F) Provide registered and camera-ready copy that effectively and accurately depict the final layouts.

(G) The design should incorporate space needed for framing.

(H) Production of detailed film positive with color separations.

(i) Film positive for each exhibit shall be pin registered in accordance with current industry standards.

Color

(A) The porcelain enamel interpretive signs will be five colors. Colors must be agreed upon.

(B) The backscreened information board messages will be three colors.

Packaging and Marking

D-1 PACKING AND PACKAGING - COMMERCIAL

Packaging of all film positive shall be padded and shipped flat so that movement is minimized during shipping. Material shall be packed for shipment in such a manner that will insure acceptance by common carrier and safe delivery at destination. Containers and closures shall comply with the Interstate Commerce Commission regulations, Uniform Freight Classification Rules, or regulations of other carriers as applicable to the mode of transportation.

A request for quotation (RFQ) specifications

(Courtesy of Maria Gregory while on special assignment to the Big Bear Visitor Center project, San Bernadino National-Forest, San Bernadino, California.)

Description/Specifications/Work Statement

Work will consist of developing a project perspectus, an interpretive plan and an exhibit plan in conjunction with Forest Service interpretive specialists and planners. The Contractor will provide design services and furnish all labor, materials, and facilities to produce camera-ready.

Provide a cost estimate to develop preliminary design sketches for a project perspectus, an interpretive and exhibit plan which will include tasks as described below. Contractor will be part of a 6 person core team. Specific tasks to consider for this cost estimate:

1) A two week site visit which will include the Project Leader, Interpretive Planner, Interpretive Specialists, and key members of the project technical advisory committee and the citizen advisory committee. Provide a cost estimate for additional meetings on a per meeting basis that will be arranged if necessary at a mutually agreeable time and location.

2) Communication by phone and in person with core team members and other key specialists for this project to communicate needs for exhibits with regard to lighting, exhibit space and relationships that may require special considerations in architectural design.

3) Provide a cost estimate for 6-10 additional 1 day meetings with the core team that will be arranged at a mutually agreeable time and location. (Meetings will be within a 50 mile radius of Portland, Oregon.)

4) Provide photo documentation of the project parameters, natural features, and other key elements specific to the site.

5) Coordination with the project leader and project interpretive planner through completion of this planning phase (approximately 4 months October 21, 1991 - February 28, 1992) to solve design problems associated with exhibits, including graphic concepts, and physical layout of exhibits, and audio-visual elements.

6) Provide conceptual sketches that show graphic style and arrangement of indoor and outdoor exhibits, information/orientation panels, interpretive panels and potentially brochures and a logo.

7) The Contractor will be part of an integrated core team following the process which consists of the (10) stages. Each stage must be approved by the COR before moving on to the next stage.

The stages are the development of--

(A) Pre-work review of project area. Background information will be provided for review .

(B) Site visit. A two-week site visit is planned to gather information and prepare initial thumbnail sketches. Contractor has choice of materials.

(C) A draft interpretive plan will be prepared. As part of the core-team, contractor will work in conjunction with Forest Service Interpretive Specialists to write a draft interpretive plan. Contractor will provide conceptual drawings and desktop publish draft copy. Forest Service will provide printing services and distribution.

(D) A draft exhibit plan will be prepared. As part of the core-team, contractor will work in conjunction with Forest Service Interpretive Specialists to write a draft exhibit plan. Contractor will provide conceptual drawings and desktop publish draft copy. Forest Service will provide printing services and distribution.

(E) A final interpretive plan will be prepared. As part of the core-team, contractor will work in conjunction with Forest Service Interpretive Specialists to write a draft exhibit plan. Contractor will provide conceptual drawings and desktop publish draft copy. Forest Service will provide printing services and distribution.

(F) A final exhibit plan will be prepared. As part of the core-team, contractor will work in conjunction with Forest Service Interpretive Specialists to write a draft exhibit plan. Contractor will provide conceptual drawings and desktop publish draft copy. Forest Service will provide printing services and distribution.

(G) A final project perspectus will be prepared. As part of the core-team, contractor will work in conjunction with Forest Service Interpretive Specialists to write a draft exhibit plan. Contractor will provide conceptual drawings and desktop publish draft copy. Forest Service will provide printing services and distribution.

(H) An outline of exhibit specifications will be provided.

(I) Presentation drawings will be made. These will also be included in the documents.

(J) A presentation will be made to Forest Service staff and other members of the community.

APPENDIX B

INTERPRETATION IN THE

RECREATION OPPORTUNITY SPECTRUM (ROS)

James W. Pollock

USDA Forest Service

January 1989

Interpretation in the Recreation Opportunity Spectrum (ROS)

The complex phenomenon of Recreation has many definitions. Howard Danford, in "Creative Leadership in Recreation," defines recreation as "any socially desirable leisure activity in which an individual participates voluntarily and from which he derives immediate and continuing satisfaction."

In the USDA Forest Service, we think of recreation primarily in terms of outdoor Forest recreation opportunities. Opportunities are defined as "a combination of circumstances favorable for a purpose." The goal of the Forest recreationist is to realize satisfying experiences by engaging in activities in outdoor settings. The goal of the Forest recreation resource manager is to provide the variety of opportunities which will yield these experiences.

One form of recreation experience that National Forests provide is interpretation. Forest interpretation is the communication of knowledge and understanding of the cultural and natural resources of the Forest. This communication occurs during direct staff contact such as guided walks, campfire talks, or living history demonstrations or through a variety of unstaffed interpretive media such as signs, exhibits, brochures, or audio-visual programs.

In the recreation planning process, the planner must recognize the three principle components of all recreation opportunities (including the interpretive opportunity): The experience, the setting, and the activities. Settings range from primitive, unmodified natural environments to substantially altered unnatural environments. The experience varies from a primitive one

with isolation from others, self-reliance, and closeness to nature, to an urbanized one with large groups of people, separation from nature, and little need for outdoor skills. Examples of an activity include taking a guided walk, viewing exhibits, or using a guidebook to understand a complex ecosystem.

For purposes of planning and management, these combinations of experience, setting and activities are arranged along a recreation opportunities spectrum (ROS). The spectrum is divided into seven classes, including primitive, semiprimitive nonmotorized, semiprimitive motorized, roaded modified, roaded natural, rural and urban. The spectrum provides a framework for defining, planning, and managing the variety of interpretive opportunities a National Forest provides. The spectrum is an appropriate tool to use in the interpretive planning process. An interpretive plan utilizing the ROS can easily fit within an overall recreation plan based on the ROS.

The following describes the appropriate level of interpretive service provided in each of the ROS classes. It recognizes that it is appropriate to have overlap of interpretive service in adjacent ROS classes, but still defines the interpretation that is most appropriate for each class. It may at times be appropriate for a method of interpretation to be used in a class that is not adjacent. One example is a situation where a method normally applicable to urban class is used in a roaded natural class. Perhaps a frequently-staffed, hard-surfaced amphitheater is located at the end of a popular road where visitors are drawn to a special attraction. The class might be roaded natural, but the interpretive method used is normally appropriate for urban or rural classes.

Let's look at each ROS class:

Primitive

These areas are essentially unmodified, large, motorless and with little user interaction. Solitude, closeness to nature, and self-reliance prevail. Here interpretation takes the form of self-discovery or a sharing of knowledge among family or friends. No agency-provided contact or facilities are found in this class. Recreationists may, though, have passed through provided interpretation in other ROS classes and bring the knowledge they gained with them.

Semiprimitive Nonmotorized

These areas also are essentially natural or at least natural-appearing, medium to large in size, motorless and usually with low but some user interaction. Solitude, closeness to nature, and self-reliance prevail. Here again, interpretation takes the form of self-discovery--but is augumented by various publications such as books, guides, and maps. Social sharing of knowledge among family and friends may also include other users encountered in the area. Except in special situations, no agency-provided contact, materials, or facilities are found in this class.

Semiprimitive Motorized

These areas are predominately natural-appearing, of moderate to large size, and user concentration is generally low. Evidence of other users and some on-site restrictions are present. Motorized use is permitted, usually in the form of

jeeps, all-terrain bikes, snowmobiles, etc. Self-reliance, some solitude and closeness to nature generally prevail. Once again, interpretation takes the form of self-discovery augumented by various publications. Social sharing of knowledge often goes beyond family and friends to include other users encountered in the area. Except in special situations, no agency-provided contact, materials, or facilities are found in this class.

Roaded Modified

These areas are substantially modified, but frequently natural-like in appearance. There is little interaction among users. Conventional and all-terrain motorized use is typical. A moderate amount of isolation is available and some outdoor skills are utilized.

Interpretation is primarily self-discovery augumented by Forest Service and other publications, but unplanned contact with Forest Service employees may occur. Social sharing of knowledge often goes beyond family and friends to include other users. Generally, there are no agency-provided facilities except some simple signs, numbered posts, or simple viewpoints using native-like rustic materials.

Roaded Natural

These areas are predominately natural-appearing and human activities are evident but in harmony with the environment. There is low to moderate interaction among users. Conventional motorized use is typical. There is some isolation among users, but most users interact frequently. Some outdoor skills are utilized, but challenge and risk are not prevalent.

Interpretation includes self-discovery; but fairly frequent, structured and unstructured contact with Forest Service interpreters prevails. These contacts with individuals and small groups include guided walks and talks, as well as unplanned encounters in natural settings. Many Forest Service publications such as natural trail guides, auto tour brochures, and plant guides are used although not usually acquired or purchased in this class. Simple to moderately complex facilities are provided, such as interpretive trails, overlooks, small amphitheaters, and broadwalks. These facilities utilize native or native-like materials and blend with the forest landscape.

Rural

These areas are characterized by substantially modified natural environments and human activities are readily evident. The interaction between users is often moderate to high. Conventional motorized use is typical and some is intense. Moderate user density levels are typical and affiliation with individuals and groups is prevalent. With some exceptions, challenge and risk are unimportant and few if any outdoor skills are utilized.

Interpretation includes little self discovery, but quite frequent, seasonal structured contact with Forest Servie interpreters. These contacts in medium size groves include walks and talks in natural-like settings. Special programs are offered such as partnerships with resorts and living history. Many Forest and other source publications are available. A variety of complex structures and facilities are provided such as kiosks, contact stations, interpretive trails, small visitor centers, exhibits, overlooks and amphitheatres. These facilities utilize refined but native-like materials.

Urban

These areas are generally small urbanized environments with natural appearing backgrounds. Human modifications and activities dominate, there is a high, intense level of user interaction. Highly intensified motorized use is typical and some mass transit is often available. There are large numbers of users, density high and moderate to high user interaction is typical. There is rarely any challenge or risk and outdoor skills are unimportant.

Interpretation includes almost constant opportunity for structured contact with Forest Service interpreters throughout the year. These contacts provide walks, talks, visitor desks, sales and special programs in created settings in medium to large size groups. Partnerships with resorts, historical societies, interpretive associations and friends groups are typical. Numerous publications and other interpretive materials are available. A wide variety of complex structures and facilities are provided such as visitor centers, complex exhibits, display structures, book stores, and large amphitheatres. These facilities utilize highly refined materials and technology.

Interpretation In The Recreation Opportunity Spectrum (ROS)

Primitive
- self discovery, sharing with close friends and family, limited social sharing with others, rely on knowledge
- no site facilities

Semi-Primitive Nonmotorized
- self discovery augmented by books, guides and maps, some social sharing with close friends, family and others, rely on knowledge and publications
- no site facilities

Semi-Primitive Motorized
- self discovery augmented by books, guides and maps, some social sharing with close friends, family, and others, rely on knowledge and publications
- no site facilities

Roaded Modified
- combination of self discovery and unstructured contact with FS employees usually not interpreters, some FS produced publications
- some simple on-site facilities such as signs, numbered posts, simple viewpoints, etc., using native, rustic materials

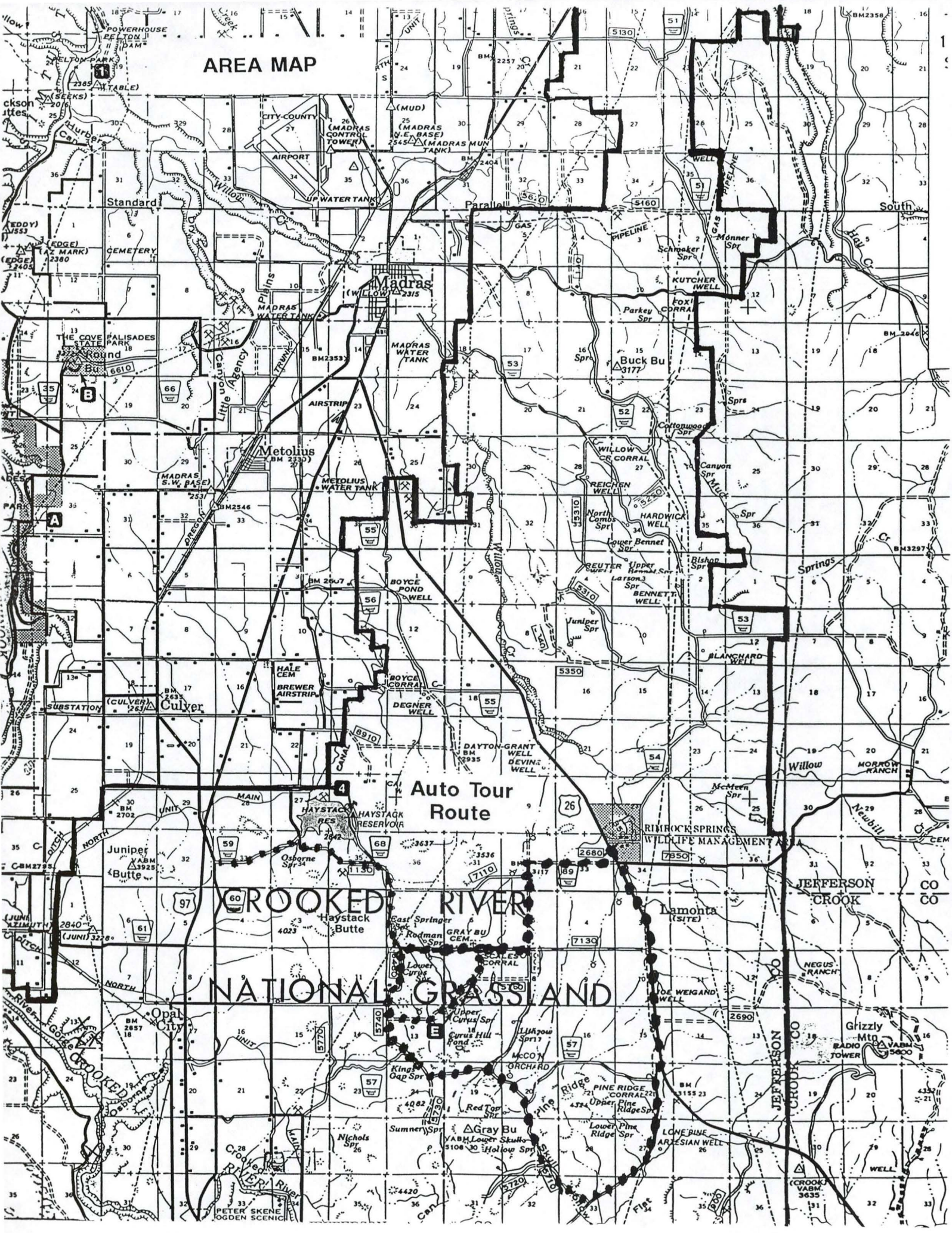
Roaded Natural
- Limited, structured, seasonal contact with FS interpreters providing guided walks and talks but in natural settings and in small groups, many FS produced publications
- A variety of simple to moderately complex structures and facilities such as interpretive trails, overlooks, amphitheatres, broadwalks, etc., using native and native-like materials.

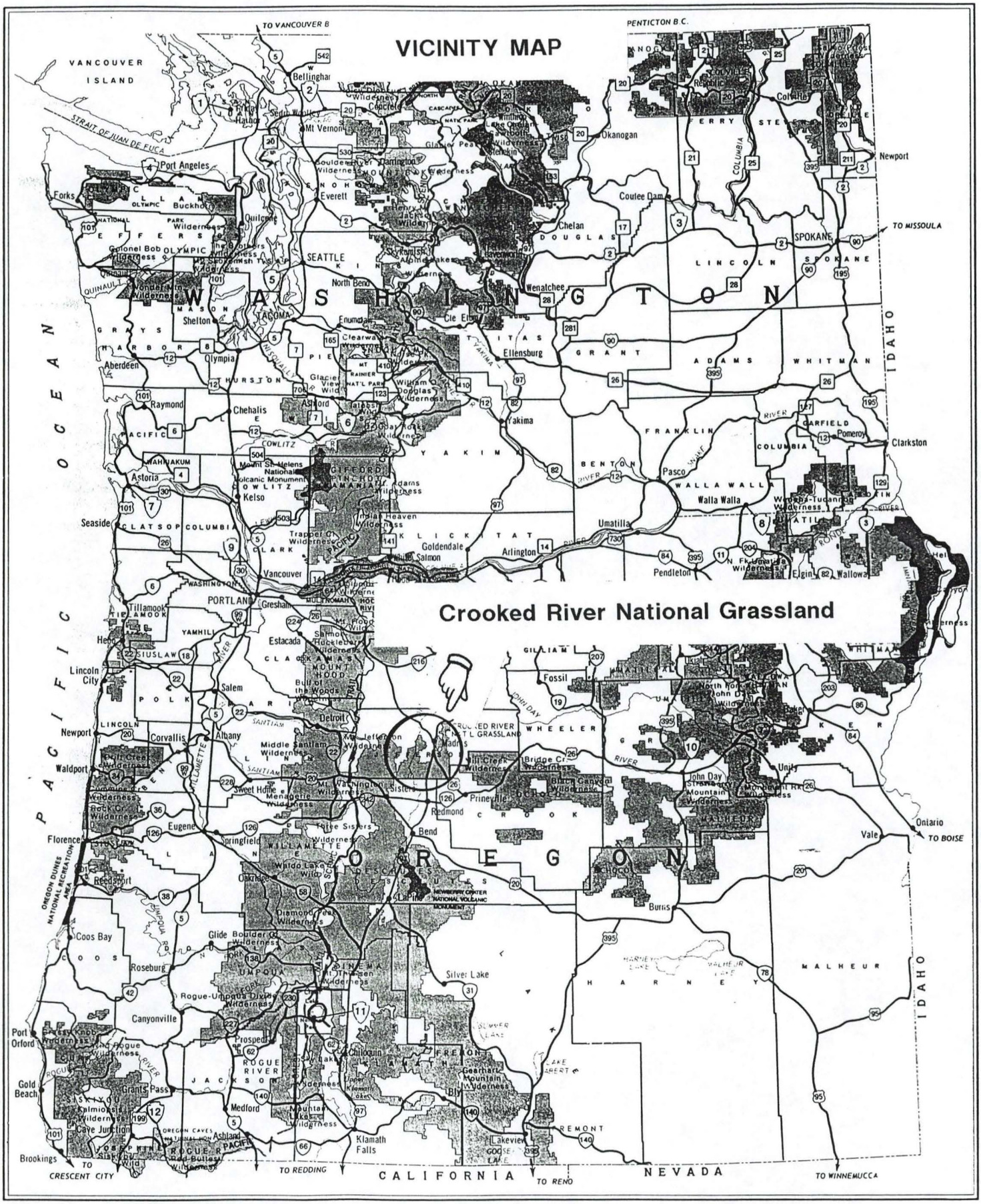
Rural
- Frequent structured and unstructured seasonal contact with FS interpreters providing guided walks and talks in natural-like settings and in small to medium-size groups, partnerships with resorts, tours, etc., many publications by FS and others
- A variety of complex structures and facilities such as kiosks, contact stations, interpretive trails, small visitor centers, exhibits, overlooks, amphitheatres, etc., using quite refined, native-like materials

Urban
- Almost constant structured contact usually throughout the year with FS interpreters providing walks, talks, visitor desks, sales, etc., in created settings and in medium to large size groups, partnerships with resorts, associations, friends groups, etc., many publications by FS and others.
- A wide variety of complex facilities such as visitor centers, complex exhibits, display structures, large amphitheatres, book stores, etc., using highly-refined materials and technology

APPENDIX C

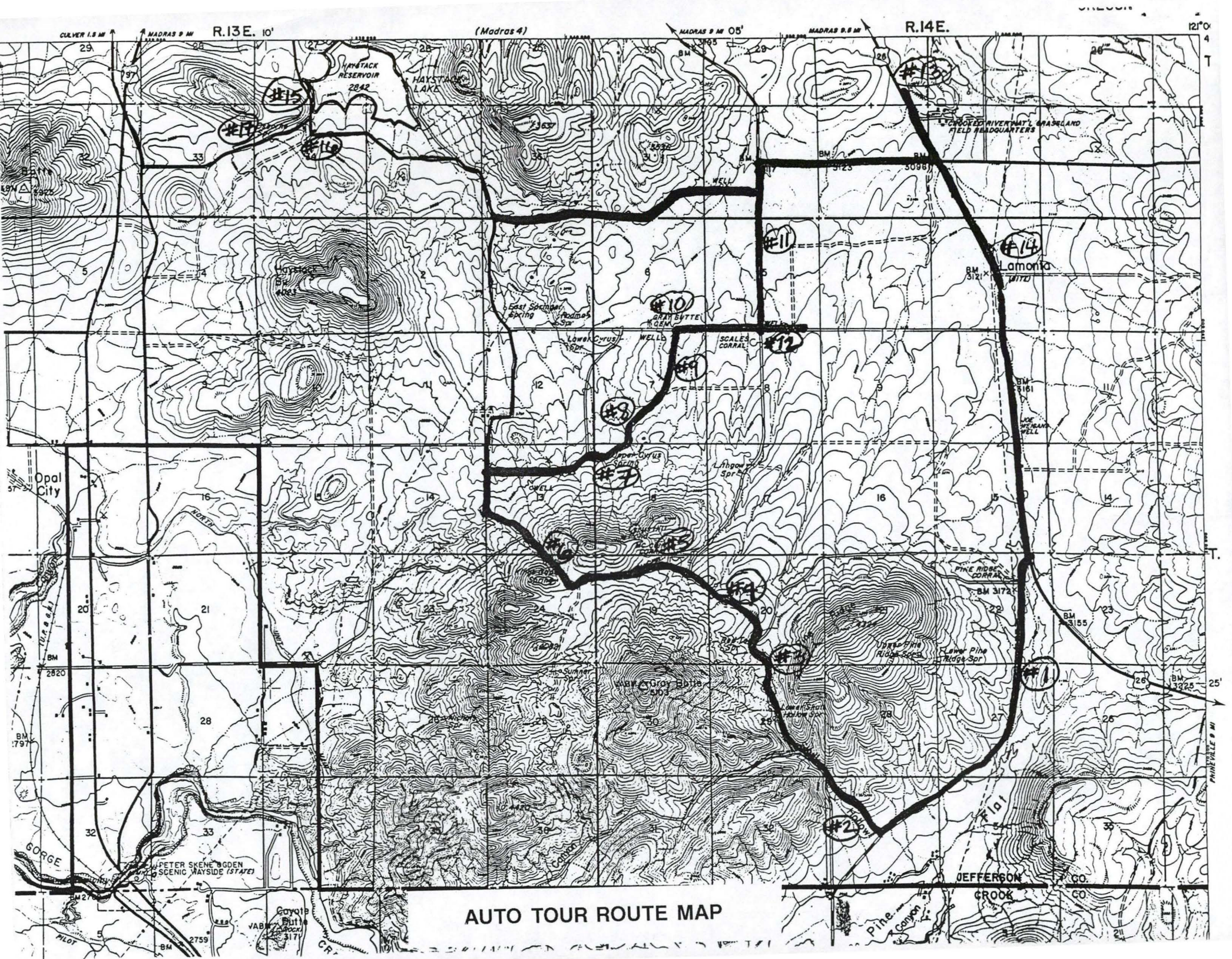
APPENDIX C


AREA MAP
Auto Tour Route
CROOKED RIVER NATIONAL GRASSLAND
RIMROCK SPRINGS WILDLIFE MANAGEMENT AREA
Madras
Metolius
Culver
Juniper Butte
Haystack Butte
Opal City
Lamonta
Gray Bu
Buck Bu
Round Bu
Standard
Parallel
South
Willow
Morrow Ranch
Negus Ranch
Grizzly Mtn
JEFFERSON CO
CROOK CO
POWERHOUSE
PELTON DAM
PELTON PARK
CITY-COUNTY AIRPORT
MADRAS CONTROL TOWER
MADRAS MUN TANK
UP WATER TANK
MADRAS WATER TANK
METOLIUS WATER TANK
THE COVE PALISADES STATE PARK
CEMETERY
AIRSTRIP
BREWER AIRSTRIP
HALE CEM
SUBSTATION
HAYSTACK RESERVOIR
BOYCE POND
BOYCE CORRAL
DEGNER WELL
DAYTON-GRANT WELL
DEVINE WELL
REICHEN WELL
HARDWICK WELL
BLANCHARD WELL
BENNETT WELL
REUTER WELL
LONE PINE ARTESIAN WELL
JOE WEIGAND WELL
McCOY ORCHARD
SOULES CORRAL
PINE RIDGE CORRAL
FOX CORRAL
WILLOW CR CORRAL
KUTCHER WELL
GAS PIPELINE
RADIO TOWER
Schmoker Spr
Monner Spr
Parkey Spr
Cottonwood Spr
Canyon Spr
North Combs Spr
Lower Bennet Spr
Upper Bennet Spr
Bishop Spr
Larson Spr
Juniper Spr
McMeen Spr
Osborne Spr
East Springer
Rodman Spr
GRAY BU CEM
Lower Cyrus Spr
Upper Cyrus Spr
Cyrus Hill Spr
Willow Spr
Kings Gap Spr
Red Top Spr
Sumner Spr
Nichols Spr
Lower Skull Hollow Spr
Lower Pine Ridge Spr
Upper Pine Ridge Spr
Pine Ridge
Willow Creek
Mud Spring Cr
Hay Cr
Little Agency Plains
Canyon
Deschutes River
Crooked River
Crooked River Gorge
Peter Skene Ogden Scenic
Willow Creek
Mud Spring Cr
Hay Cr
Newbill Cr
Pine Ridge
Flat
Canyon
Little Agency Plains
Deschutes River
Crooked River
Crooked River Gorge
Peter Skene Ogden Scenic



NATIONAL FORESTS and NATIONAL PARKS
of the
PACIFIC NORTHWEST

U.S. DEPARTMENT OF AGRICULTURE, FOREST SERVICE—1993



AUTO TOUR ROUTE MAP